	Number and Place Value (NPV)	Addition and Subtraction (AS)	Multiplication and Division (MD)	Fractions, Decimals, Ratio and Percentages (FDRP)	Measures (MEA)	Geometry (GEO)	Statistics (STA)
Year 3 Autumn	Read and write numbers up to 1000 in numerals and in words. **Example:** Three hundred and ninety-four = 394 Seven hundred and six = 706	Recall or quickly find multiples of 5 bonds to 100. **Example:** 25 + 75 = 100 100 − 35 = 65	Recall doubles of numbers 1 to 20, derive the related halves and apply reasoning skills to choose numbers that will give the longest halving chains. **Example:** Halve even numbers / add 1 to odd numbers to make the longest halving chain, starting < 40. (10→5→6→3→4→2→1)	Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators, e.g. $\frac{1}{2}$, $\frac{1}{3}$s and $\frac{1}{4}$s of multiples of 2, 3 and 4, using visual representations. **Example:** $\frac{3}{4}$ of 12 is 9 $\frac{1}{3}$ of 21 = 7	Tell and write the time to the nearest 5 minutes from an analogue or digital clock, including using Roman numerals from I to XII. **Example:** 8:40 = twenty minutes to nine 13:05 = five minutes past one in the afternoon	Draw and make 3D shapes using modelling materials.	
	Recognise the place value of each digit in a 3-digit number (100s, 10s, 1s). **Example:** 300 + 60 + 7 = □ 700 + □ + 4 = 754	Use number bonds and number patterns to add and subtract 1-digit numbers from 2-digit numbers. **Example:** 7 + 5, 37 + 5, 87 + 5 15 − 7, 45 − 7, 75 − 7	Double 2-digit numbers to 50 and halve 2-digit numbers up to 100. **Example:** Double 24 = 48 56 ÷ 2 = 27	Understand fractions as parts of a whole and compare unit fractions.	Know the number of days in each month, year and leap year and use this to try different approaches and find ways of overcoming difficulties. **Example:** Referring to a calendar: How many Thursdays in January?	Recognise 3D shapes in different orientations and describe them. **Example:** Cube: 6 faces, 12 edges, 8 vertices Cone: 2 faces, 1 edge, 0 vertices	
		Add several numbers, spotting doubles and bonds. **Example:** 11 + 6 + 9 9 + 7 + 7	Recall and use multiplication and division facts for the 2, 3, 4, 5 and 10 multiplication tables. **Example:** □ × 3 = 36 50 ÷ 5 = □	Understand that a fraction is an equal part of a whole and that a unit fraction is one part and a non-unit fraction is several parts.	Solve number and practical problems using place value to add and subtract amounts of money. **Example:** £5·00 + £3·16 78p − 40p		
		Add and subtract multiples and near multiples of 10 by counting on and back or by using number facts and place value. **Example:** 26 + 61 93 − 30	Understand that division is the inverse of multiplication. **Example:** 6 × 3 = 18; 18 ÷ 3 = 6 7 × 4 = 28; 28 ÷ 4 = 7	Look for patterns, make predictions and begin to see the relationship between finding fractions of amounts and division. **Example:** Which numbers can be split into thirds/quarters/both: 12, 13, 18, 21, 18, 23, 24, 28, 31, 36, 48, 56	Measure and compare lengths; (m/cm/mm) and capacity (ml/L). **Example:** 15 cm < 30 cm 1 L > 500 ml		
		Work systematically, using logical reasoning and deduction, to find number pairs that total a 2-digit number. **Example:** Find all pairs that make 55, 66, 77, 88 or 99	Understand that a remainder is the amount left over after a division and begin to understand the patterns of remainders. **Example:** 76 ÷ 10 = 7, r6 Explore which numbers, 3 to 30, give...				
		Spot patterns to add any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. **Example:** 74 + 58 53 + 58	Use commutativity to find multiplication facts using known facts. **Example:** Use 3 × 7 to work out 7 × 3 Use 4 × 9 to work out 9 × 4				
		Spot patterns to subtract any pair of 2-digit numbers, choosing an appropriate strategy, for example using bonds. **Example:** 85 − 21 85 − 78					
		Use knowledge of bonds to add to the next multiple of 10 and then on to 100. **Example:** 57 + □ = 100: 7 + 3 = 10 57 + 3 = 60; 60 + 40 = 100 so 57 + 43 = 100					
		Begin to derive pairs of numbers that total 100. **Example:** 57 + 43					